**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| *Problem of the day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1 (Marzano) This is the word “Double”  Say the word 3 times  Turn to your neighbor and tell them what you think it is  Let me show you what it looks like and what it doesn’t look like  You know a double if there are 2 of something  Here is the word with a picture of what it looks like  :Picture 1.pngDOUBLE-(twins)Made from 2 like parts (adding a number to itself)  DAY 2 (Marzano) Write definition in journal  Find a partner an use body parts to make doubles  Draw a picture -1=1=2 (eyes) 2+2=4 (tires on a car) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pose the Problem: Is the number 6 a double? How can you use counters to find out? How can you use doubles to help you find 3 fewer than six?  Using counters and Mats have the students decide whether a number is a double. Demonstrate with 10 as an example. How many counters are in each part? How can you tell if 10 is a double? What addition fact for doubles can you show with these counters? Guided practice with the teacher using various doubles. Ask questions like is 6+4 a double? How do you know? Can you show me?  Doubles war game  Double Dot concentration | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Return to whole group and use computer for guided practice using ETools. Teacher walks students through the first problem on the worksheet (pg. 147) to model adding doubles. Teacher is moving about the room to monitor and support the student learning asking questions like How did you get that answer? Does that answer make sense? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Workbook pages 148-150* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quick Check Master 6-2 page 27 (check for understanding) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |